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ABSTRACT

Guidelines for conducting a self-study of international educational exchange programs and services are provided for colleges and universities. Attention is directed to: the self-regulation program of the National Association for Foreign Student Affairs (NAFSA), conducting NAFSA self-study processes, and using NAFSA principles. The major elements in the self-regulation system are programs of institutional and programmatic accreditation and voluntary adherence to codes of ethics, principles, or standards of good practice. A cornerstone of the system is self-study. Eleven purposes of a self-study process are identified, along with dimensions for effective self-analysis processes. General procedures for conducting the self-study are discussed, as are the design and organization of the study. Attention is also directed to the use of NAFSA principles that apply to: institutions, the admission of foreign students, English programs and determination of English proficiency, foreign student/scholar services, the provision of community services and programs, and U.S. study abroad. A case study of a theoretical but typical university is included, along with information on six agencies that provide information on self-studies. (SW)

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NAFSA Self-Study Guide

A guide for the self-assessment of
programs and services with
international educational exchange at
postsecondary institutions.

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
1983

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

The National Association for Foreign Student Affairs is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its membership is composed of nearly 4,500 representatives of postsecondary institutions, school systems, public and private educational agencies, professional associations, and community organizations. Through its publications, workshops, consultations with institutions, and conferences, the association serves as a source of professional training, a reference for standards of performance, and an advocate for the most effective operation of international educational exchange.

This guide was developed in part with funds provided by the Exxon Education Foundation, which supported the work of the NAFSA Task Force on Standards and Responsibilities during 1980-81. Additional support has been provided by the U.S. Information Agency in the form of a grant to NAFSA through the Field Service Program.

This edition of the Guide is a working document to be used in the pilot phase of the NAFSA Program of Self-Regulation. A bibliography of resources relevant to self-study and self-regulation of international educational exchange programs and services is being prepared during the pilot phase, and will be made available by NAFSA.

Washington, DC
October 1983

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I. BACKGROUND AND INTRODUCTION

For some time, leaders of the National Association for Foreign Student Affairs (NAFSA) have been concerned that the Association and its institutional and individual members and their colleagues have not been active enough in the establishment of useful, recognized standards or principles of effective practice for and ways of improving many aspects of international educational exchange. The nature of international education services and programs, the often relatively isolated position of persons administering those programs in the power structure of U.S. postsecondary institutions and the lack of a comprehensive program which could command attention at the highest levels has, of course, tended to frustrate the effort. And yet, the need for a workable initiative was never more evident than it is today. The need for and growth of international educational exchanges, the growing interdependence of nations, the pressing problems facing the institutions that must respond to these challenges and, indeed, the potential for abuse and shoddy practice as some institutions seek to capitalize on these opportunities all demand that NAFSA, working with American postsecondary institutions, develop a program that is responsible, useful and professional.

The response to these needs should be a complete program which is based on the experience and leadership of NAFSA and its members and which thoroughly involves international educators with colleagues--faculty members and administrators--on their campuses or other settings in an effort to assess strengths and weaknesses of international education programs in light of appropriate recognized principles and to build consensus on steps needed to improve these programs and services on an on-going basis. The program must be

useful to institutions as well as accountable to the public. It must be consistent with institutional planning and study efforts (not a paste-on of a "one-shot" effort) and where possible, it should be part of regular accreditation and other reviews.

The NAFSA Task Force on Standards and Responsibilities, convened in early 1980, considered many alternatives. While acknowledging that self-regulation was far more desirable than increased government regulation, there were choices to be made. It considered and rejected a program of accreditation--that is, the form of self-regulation which formally endorses those programs which meet established standards and then polices the institutions through periodic evaluation and any necessary censure. The costs, potential legal implications, lack of any evidence that institutions would be willing to recognize NAFSA's authority and the almost universal advice against such a move on the part of all agencies, association heads and individuals consulted outside NAFSA prompted another course. The Task Force also rejected the notion of simply compiling, editing, endorsing and publishing a set, or another set, of standards or principles. The former approach seemed to be too heavy, with little likely impact, and the latter, of course, too light, with similar results expected. Needed was an approach which would be accountable over time, improvement-oriented, acceptable to heads of institutions, compatible with existing relatively effective self-regulation methods, involve international educators more in the mainstream of their campus life and which other associations and agencies would agree with, recognize, work with, if not endorse. What was chosen was a complete program of self-regulation.

II. THE SELF-REGULATION PROGRAM OF THE NATIONAL ASSOCIATION
FOR FOREIGN STUDENT AFFAIRS (NAFSA)

A. Components of the NAFSA Self-Regulation Program

The NAFSA program includes the following components;

1. The endorsement of the program by the NAFSA Board and encouragement by other major educational associations and agencies.

The NAFSA Board approved the program in principle on June 30, 1981 in Nashville, Tennessee and committed itself to the development and fundraising implications of the decision. A number other educational associations, agencies and institutions have been supportive of this NAFSA initiative (see item 2 below).

2. The formulation and endorsement by NAFSA member institutions of a statement of useful standards or principles for international educational exchange which guide institutions and programs and the cyclical assessment thereof, and which are recognized if not endorsed by other major associations and agencies.

In 1981, NAFSA published the NAFSA Principles for International Educational Exchange. All NAFSA members have been asked to endorse these Principles and the concepts of the self-regulation program. Other major educational associations and agencies have also been asked to endorse the Principles. To date, formal endorsement has been received by the President and Commission on International Education of the American Council on Education, the American Association of State Colleges and

Universities, the National Association of State Universities and Land Grant Colleges and the Board of Trustees of Ohio University. The Principles are in use as the basic document or one of several principal guidelines for institution-wide reviews of international education exchange activities on many campuses, including the following: Boston University, Northeastern University, State University of New York at Buffalo, Texas Christian University, University of Colorado and University of Minnesota. Several hundred colleges and universities have requested copies of the Principles and/or indicated an interest in embarking on a program of self-study.

3. The formulation and publication of this self-study guide and the development of a cadre of consultants who can assist institutions to use the guide to design, organize and conduct useful self-study processes of their international education programs.
4. The addition of an expert professional to the NAFSA staff to guide the development of the self-regulation program over time--including self-study workshops.
5. A program of voluntary peer visits to complement the self-study process in order to give advice to institutions about their plans for the improvement of their international education programs.
6. The development of a working relationship with regional accrediting associations so that where appropriate and possible, the NAFSA self-

study and peer visit initiatives will be joint or concurrent with regional reviews. International education programs will be considered in the institution's self-study designs at the highest levels, and where possible, the pool of trained NAFSA consultants and visitors will be used by regional agencies. These discussions have begun.

7. The development of a voluntary peer recognition process for those institutions which voluntarily conduct self-study processes of international education programs and which place self-study peer visit reports on file with the NAFSA Central Office. The initial plans are to designate in the NAFSA Directory those institutions which endorse the Principles, have conducted a thorough self-study process of international education programs, have hosted peer visitors and which are willing to make a matter of public record through NAFSA the self-study report, visitors' report and institutional response.
8. The development, if possible, of a useful program for the referral of complaints about programs of international educational exchange. This aspect would be guided by the advice of appropriate legal counsel.

The program, therefore, is much more than a set of principles or standards. It has ramifications for NAFSA as an association, for individual and institutional members of NAFSA and for the NAFSA staff. NAFSA will have added an important focus--that of program self-regulation--to its present major focus on

the development of the capabilities of professionals. It means additional activities, workshops, new staff and funds and the refocus of some activities. It calls for sectional and regional activities to deal with these matters. NAFSA joins leading associations such the Association of Governing Boards, the American Council on Education and the regional accrediting associations in providing self-regulation activities through the self-regulation program.

NAFSA member institutions will interact with the Association at the highest levels. They are asked to endorse the Principles, to address the policy and procedural issues contained therein and to include international educators along with faculty and top administrators in periodic self-assessment -- often as part of regional accreditation activities.

And, of course, international educators on many campuses will therefore be asked to participate beyond their usual offices in periodic efforts to assess institutional and programmatic policies, commitments and practices in the international exchange domain.

B. Available Resources

Assistance in using this guide, in designing and organizing useful international education self-study processes for programs can be obtained by calling the NAFSA Central Office at 202/462-4811. Consultant service is available, in addition to publications and advice from NAFSA staff members, and regional and other workshops can be conducted. Through these channels, NAFSA can provide assistance with the programs and services under discussion and it can assist with the process of self-study and the other aspects of the program of self-regulation.

C. References and Other Sources of Assistance

There is a body of formal and informal literature about self-study available. Major sources of help are the regional accrediting agencies. There may be copies of publications from these agencies in the president's or dean's office at the institution. If these are not available, the following list of agencies will help.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands

Robert Kirkwood
Executive Director
Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
Tel. 215/662-5606

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

The Sanborn House
15 High Street
Winchester, MA 01890
Tel. 617/729-6762

Richard J. Bradley
Executive Director

Charles Cook
Director of Evaluation
Commission on Institutions of Higher Education

Daniel S. Maloney
Director of Evaluation
Commission on Vocational, Technical, Career Institutions

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming

Thurston E. Manning
Director
Commission on Institutions of Higher Education
159 North Dearborn Street
Chicago, IL 60601
Tel. 312/263-0456

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington

James F. Bemis
Executive Director
Commission on Colleges
3700-B University Way, N.E.
Seattle, WA 98105
Tel. 206/543-0195

SOUTHERN ASSOCIATION OF
COLLEGES AND SCHOOLS

Alabama, Florida, Georgia, Kentucky,
Louisiana, Mississippi, North Carolina
South Carolina, Tennessee, Texas,
Virginia

795 Peachtree Street, N.E.
Atlanta, GA 30365
Tel. 404/897-6126

B.E. Childers
Director

Gordon W. Sweet
Executive Director
Commission on Colleges

Kenneth W. Tidwell
Executive Director
Commission on Occupational
Educational Institutions
Tel. 404/897-6164

WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES

American Samoa, California, Guam,
Hawaii, Trust Territory of the Pacific

Kay J. Andersen
Executive Director
Accrediting Commission for
Senior Colleges and Universities
c/o Mills College, Box 9990
Oakland, CA 94613
Tel. 415/632-5000

Robert E. Swenson
Executive Director
Accrediting Commission for
Community and Junior Colleges
P.O. Box 70
905 Soquel Drive
Aptos, CA 95003
Tel. 408/688-7575

Another major source of information about self-study is the book Self-Study Processes available from MacMillan Publishing Company (Tel. 800/257-8247). This NAFSA Guide has been prepared as a companion piece to Self-Study Processes and the NAFSA Principles for International Educational Exchange.

III. THE SELF-STUDY PROCESS*

A. Self-Study as a Concept

The concept of self-study has developed in the last 30 to 40 years as a natural element in the evolution of a larger and basic attribute of American postsecondary education--self-regulation. Self-regulation at various levels--from the individual professional to the body of professionals in a field and from the individual functioning unit to vast collections of programs and institutions--is an absolutely vital aspect of an educational system which was conceived as being highly autonomous and which has evolved as the most diverse system in the world. While the U.S. Constitution vested the control and delivery of education programs to the level of the states in this country, the real power developed at the institutional level. With that power, of course, came the responsibility to assess, control and develop effective institutions and programs. In the absence of national or even statewide standards for degrees, and with only modest and sporadically enforced procedural or other minimal standards at the state level, institutions and programs certainly cannot move forward, in a quality sense, if they do not develop and use vigorously systems of self-regulation. Surely they run the real risk of losing the autonomy and control they cherish if the public decides that the freedom which was vested with the institutions, programs and professionals in this land has been abused. So self-regulation is essential.

The major elements in the self-regulation system are programs of institutional and programmatic accreditation (systems employing policed

* Portions of this section were adapted for use with NAFSA programs from Self-Study Processes by H.R. Kells.

standards) and voluntary adherence to codes of ethics, principles or standards of good practice. Also included are examinations formulated by leaders in a field which are used in an attempt to exempt from professional practice those not competent to perform.

Most of the self-regulation systems which function at the program or institutional level have by this time decided to include a self-assessment step as the cornerstone of the system. This step, usually known as self-study, has evolved for several reasons. First, it was realized that any subsequent evaluation step involving peers or other officials external to the organization would be far more effective if honest, useful self-assessment was conducted before the evaluation step was initiated. Programs which can identify strengths and weaknesses themselves can use the visitors to build the commitment to and formulate the elements of change. But far more importantly, self-assessment is a prime attribute--indeed one of the necessary sequential functions--of a well managed organization. Therefore, efforts to improve the institutional capacity to develop and change when needed are central to organizational health. Postsecondary institutions and programs are beginning to realize what some other kinds of institutions have known for a long time. Those institutions which know themselves well and which involve their people creatively in those processes are the ones which produce, prosper, have creative, open climates and which enhance the quality of their service. They are also the ones which survive.

B. Definition and Purposes

So, self-study is a process through which the professionals of an institution or program examine the goals, functioning, resources and achievements of their program(s) and/or services in order to assess the strengths and weaknesses of

those programs and to plan and implement appropriate changes. By involving the professionals directly, the self-study process enhances commitment to the program, to the implementation of any new dimensions or changes and to the development of an ongoing capacity for study information about the program and for helpful change.

The specific purposes of a self-study process are:

1. Self-study processes are intended to help institutions and programs improve. By clarifying goals, identifying problems, studying goal achievement, reviewing programs, procedures and resources and by identifying and introducing needed changes during and as a result of self-study processes, institutions and programs can become more effective. For institutions with serious problems, such study processes can influence their very survival.

2. Self-study processes should result in the further incorporation into the life of the institution or program of on-going, useful, institutional research and self-analysis. The capacity of the institution for studied change should be enhanced by these processes. The development of such capacity should be the legacy of self-study.

3. Self-study processes should precede and be the firm foundation for all planning efforts. Plans should be based upon a clear sense of strengths and weaknesses. Honest self-analysis provides the confidence for an institution to project newly clarified goals and the means to achieve them.

4. Involvement in self-study processes is an effective orientation for recently hired and other staff members. Participation in the process--even limited participation such as reviewing draft reports and attendance at hearings at which data or new ideas are discussed--can be a very useful introduction to the campus.

5. Through effective self-study the gap that often exists between personal and organizational goals can be narrowed. If properly designed and enthusiastically led, such processes can provide the psychological cement of which "organization development" experts speak. One of the chief payoffs to any institution from self-study is staff members' meaningful participation in clarifying and solving problems. Such involvement often yields a more positive identification with the organization for those who do participate. Those who help frame solutions to problems usually become committed to carrying out the steps required.

6. Self-study can enhance institutional openness. It can improve communication patterns, trust and listening and heighten effective group functioning to face and solve problems. Organization development advocates see the results of the self-study process as signs of organizational "health." Healthy organizations have the potential to be flexible and change-oriented--to survive. Such qualities are directly related to how people feel about themselves as part of the community of the organization. If they are treated as valued, trusted members of the community and if their best efforts can be elicited to achieve organizational and personal goals, then the effectiveness of the organization will be enhanced. Properly designed and executed self-study processes can further these conditions.

7. Self-study is an important device for staff development. The institution that uses the self-study process wisely can benefit substantially.

8. Self-study can stimulate the often long-neglected review of policies, practices, procedures and records. These reviews, though important to the organization, are usually left on the "to do" list for months or years as the press of regular business or the irregular near catastrophes occupy attention.

9. Self-study processes can also yield very useful fundraising ideas and the basic documents upon which such efforts can be based. If creatively written, self-study reports can be used with several important audiences.

10. Self-study provides the opportunity for thoroughly assessing the extent to which the institution or program meets standards in the field. An appropriate agency can thereby inform the public of those institutions that appear to meet the standards of good practice in the field.

11. Self-study can provide useful written materials for any evaluation team that visits the campus after the self-study period. In the past this purpose dominated the self-study process. Unfortunately, the sole reason of most on-campus work was to produce a report for use by an outside team. This exercise was, and in many cases still is, wasteful, duplicative and costly. Increasingly, agencies and institutions are beginning to realize that the production of a report is but one purpose of self-study -- indeed a by-product of the process which serves the other ten purposes.

C. Desired Attributes or Goals of Self-Study

If the foregoing 11 items are the reasons for conducting self-study processes, how does one move from intentions to practice -- indeed, to good practice? Experience and retrospective analysis have shown the following dimensions or attributes to be desirable in effective self-analysis processes.

1. The process should be internally motivated. If the study is merely a response to an outside agency, few of the goals for self-study will be achieved and the participants will resent the time and effort involved in carrying out the tasks. If the process can be seen as a way to improve the institution or the program, it is likely to be effective.

2. The top leadership must be committed to the process. They must express this commitment several ways--formally and informally, in writing and orally--to demonstrate that they believe the process can be useful.

3. The design of the self-study must be appropriate to the circumstances of the institution. Schedule, sequence, breadth, focus and careful use of human resources are essential.

4. The process should contain an informed attempt to clarify goals and to assess achievement of the goals (to study "outcomes") for purposes of improvement.

5. There should be representative, appropriate and useful participation by members of the various segments of the academic community.

6. The process must be well led. Effective group process, problem clarification and solving, staff work and group leadership must be used.

7. The ability of the organization to function effectively should be studied and enhanced. Problems should be assessed and solved.

8. Some improvement should occur both during and as a result of the process.

9. A readable report, potentially useful to several audiences, should result from the process.

10. A better system of on-going institutional research, self-analysis and self-improvement should be a major product of the process.

A recent retrospective analysis of self-study processes employed in the 1970s during institutional accreditation procedures indicated clearly that the first three items on the above list of desired attributes were positively related to perceived satisfaction with the process. The study also pointed out that perceived satisfaction was not related to any particular institutional

characteristic (type, size, sponsorship, degree level, etc.), nor was it related to any specific way of approaching the process (structure, cost, absolute participation levels, etc.). Apparently, with the right design, motivation and leadership, any institution can have a useful self-study process (Kells and Kirkwood, 1979).

Steps four through ten on the list of desired attributes derive from the literature on organization development and from the purposes of accreditation. Steps one through seven may be seen as the process goals of self-study. Steps eight through ten may be seen as the outcome goals of self-study.

D. Conducting Self-Studies of International Educational Exchange Programs

How does one approach conducting a self-study process for one or more international education programs or services on a postsecondary campus or related to such an institution? Before launching into the specifics, certain general items and the usual context for such programs must be addressed. First, how are such processes generally conducted?

1. General Procedures for Self-Study

Through one type of design or another it should be possible to achieve all or most of the ten desired attributes of self-study listed earlier. In most designs, a basic procedural construct is present that seeks answers to the following questions:

- a. What are the goals of the program or institution? Are they clear, appropriate and useful? Is there a consensus on and understanding of them?
- b. Are the programs and services consistent with the goals? Are

they designed to achieve them? Do they seem to be working well? What are the problems? How can they be solved?

- c. Are the resources (human, fiscal and physical) available to carry out the programs and services? Will they continue to be available?
- d. Are the goals being achieved? How can evidence systematically gathered about the extent of achievement be used to improve the institution?
- e. Are any useful standards or principles of good practice in the field being met? What is needed where they are not being met?

The steps usually taken to help answer the questions stated above are as follows:

- a. Preparation and Design
 - establish leadership, internal motivation and the first specific list of local needs
 - design the study
- b. Organization of the Study Process
 - define tasks and roles
 - establish a means for guiding the study
 - select people; orient and train people
 - obtain resources
 - establish work groups
 - define the sequence of events
 - establish coordination and communication mechanisms

c. The Mechanics of the Study Process

- work with goals
- study input, environment, program and process
- use any needed instruments to gather data
- undertake goal achievement studies
- discuss results and prepare a useful report
- use the results; implement changes

d. Use of Peers

- use consultants
- use any team visits
- work well with outside agencies

e. The Legacy: Cycles of Study and Planning

- use self-study as a basis for planning; do it cyclically
- increase on-going institutional research

2. Adapting to the Circumstances: The Need for Design

The design of the self-study--its scope, depth, sequence of activities, particular goals for the process, nature of participation, relationship to current problems and other vital processes under way, recently completed, about to be completed or about to be undertaken--is critical to its success. Although the study is sometimes thwarted by factors within and beyond the control of those designing such a process, it is surely doomed to fail if certain basic decisions within the control of the designers are not made.

Whether one is working with an accrediting agency or not, the circumstances of an institution or program must be thoroughly considered in order to design a process which will enable the goals for the study to be

achieved. The context must be perceived clearly if one is to plan the details effectively. Basically: if all institutions or programs were of similar age, size, complexity and stage of development; if all had similar needs and problems; if all had similar as well as clearly stated, useful goals; if all had a useful master plan process, data system and institutional research program--then all institutions could approach self-study the same way and all or most would achieve the goals for self-study. But, of course, they differ markedly in many of the ways indicated above and in some other important ways--external climate and psychological, historical and political factors. Thus, some institutions have a need for comprehensive or "start-with-the-basics" study and some do not. Some must emphasize certain aspects of their own current agenda quite to the exclusion of other factors and approaches, for most have a list of "must fix" problems and "must do" activities.

3. Special Aspects of the Context for a Self-Study of International Education

Just as it is necessary to adapt the procedures developed for entire institutions to the size, setting and special characteristics of a department or program if such processes are to be effectively designed and conducted in such settings, it is necessary to understand the special circumstances of the international education program or service if it is to benefit from self-study. There are some important things to be considered.

a. International education programs are diverse. They involve admissions and advising for foreign students and scholars, U.S. study abroad programs, community activities and services for foreign students and scholars and English language diagnosis and training. These may not all be present on a given campus and if they are, they may operate relatively independently.

...Therefore -- special efforts at coordination and a complex design may be required for the self-study.

b. International education program elements are often relatively small and they may operate intermittently. Although large, well-coordinated international student or exchange centers or offices are becoming more common, many international education program elements are staffed by one or two people or less. Part-time assignments to care for an international exchange program are relatively common.

...Therefore -- the design for the self-study must provide for overcoming isolation and meeting needs for information and assistance just to conduct the study. The steps in the study process may be briefer and more intensive than would often be the case.

c. International education programs are often not recognized or visible at the top of the organization; many international educators are not highly placed members on the power structure and they have a relatively high turnover rate as a group.

...Therefore -- the self-study design must provide for orientation when needed, for consciousness raising on the campus and for collaboration in the study with members of the faculty and staff members from other quarters on the campus. Although inclusion of the self-study as part of the next regional accreditation review would be ideal in this regard, this may not be possible for several reasons-- including the timing of the next institutional review.

d. The institution may have goals and means not well aligned with respect to the programs being studied. Typical are institutions which moved vigorously into the world of foreign student recruitment with little thought about providing ample, effective, needed services for such students. There are also many institutions which have "backed into" the area without realizing and therefore accommodating the needs of such students.

...Therefore — self-study designers cannot assume that the institution has thought deeply at the top level of management about commitments to international exchange programs. And, care must be taken to cultivate support for the study at the top or it is doomed.

e. Programs which support international educational exchange on U.S. campuses are often understaffed.

...Therefore — self-study designers will be beseiged with "get me help" motivations (understandably), which may divert other important aspects of the study, and ironically, "I'm too busy to take part" attitudes will be common.

f. Most international educators will not have engaged in a self-study before—even in the regular regional accreditation reviews.

...Therefore — careful and extensive orientation will be necessary for the participants—hence this booklet, and the other NAFSA training efforts to assist with the self-study of international education programs.

4. Designing the Study

As was suggested earlier under the list of steps in a general self-study

process, there are several distinct phases in such a process. The first, Preparation and Design, is very important—especially in light of the special circumstances noted above.

The starting point for an international education program self-study process may be one or more of several initiatives—

- the NAFSA Principles for International Educational Exchange may be received at the top of the organization (and perhaps "bucked downward") or it may be received at the program level;
- someone (again perhaps from various possible points in the organization) may return from a NAFSA meeting or workshop with the idea for a study;
- complaints may surface about workload or a possible malfunctioning or desired but non-existent service; and/or
- the regional accreditation agency may instigate a general campus-wide or other (perhaps topically-oriented) self-study providing the opportunity for a NAFSA member or another campus citizen to ask that the programs and services in the international education area be studied as part of the larger effort.

The critical point, of course, is for someone highly placed in the particular organizational unit in which the (or some) major international education activities are "housed" organizationally to convene a group to discuss the need for, any possible rationale statement to support, and the extant interest at the top of the organization and relevant subunits in a self-study. This group, if it can find fertile response to those questions, can act as or soon become the planning group for the study process. They can initiate the preparation and design discussions. The group should probably be small and preferably

representative of any of the five dimensions of international educational exchange, i.e., foreign student admissions, advising, community involvement, English as a second language and U.S. study abroad. (See the NAFSA Principles and questions which accompany the Principles which are given on pages 30-36 of this publication.) It should move to assess interest in the study at all levels of the institution and it should seek to establish an internal motivation ("let's do it to improve our programs") to accompany any understandable external motivation (leverage from the outside; dealing with a regional accrediting agency; getting on the list of organizations and institutions which endorse the NAFSA Principles; any joining "the club with the good group"; prestige; and the like).

If the interest in self-study is not widespread and if support from the top of the organization is not evident or decidedly missing, then the painstaking process of convincing the appropriate people (perhaps with help from NAFSA—its staff and/or its document) must be sustained until enough support is achieved to cause others to participate usefully, to cause needed resources to flow toward the study process and to insure at least a modicum of interest in the results of the study. Without that, the study will flounder, will be perforce "safe," descriptive and probably less than useful. This guide cannot tell people how to be convincing, how to build alliances or how to otherwise rally support or gain attention. Most participants find more support for serious, useful study than they expect to find. NAFSA's nationally visible program of self-regulation should be the cornerstone of the consensus. Use it.

The study planners must consider the following issues in the early stages:

- a. the attitudes of the campus and program leaders; how to inform them about the values of self-study and secure their support for the process;

- b. consciousness raising and explorations about benefits from and motivations concerning self-study, such as problem solving, improvement of program, collaboration with folks outside the usual sphere, staff development possibilities and increased status and support from many quarters;
- c. the initial list of program needs, problems, serious issues or questions; (This will affect the design greatly. What are any special foci? This list can be compiled by the planners and augmented in this pre-study period by conversations with foreign students and with other campus administrators.)
- d. the assessment of the following issues as part of the design process:
 - availability of data about programs, students, staff, financial support, etc.;
 - existence and clarity of and consensus about goals for international programs in general and the specific goals or objectives of each subarea of the international education program;
 - availability of other relatively recent studies or reviews which touch on the areas to be studied;
 - staff turnover; who needs orientation;
 - morale of staff; willingness to participate;
 - historical and/or political factors;
 - needs for surveys, cost implications, resources needed, other expertise needed;
 - non-international education participants: who, how to

get, for what; and

- leadership potential, i.e., group leadership skills--who has them, who can be trained.

5. Organizing the study

After designing a sequence of activities which provide the opportunity for professional staff (those involved directly in international exchange activities and others), students and perhaps community leaders to consider collected facts and opinions about the intentions, attempts, successes and problems associated with exchange activities, the steering group (or coordinator, as the case may be) must now put the self-study plan into action. The object is to secure the most useful analysis of the entire situation so that the institution may take any appropriate steps to solve some of the problems and to further the development of the overall program. The design should permit the most efficient use of the few (usually) knowledgeable, experienced individuals.

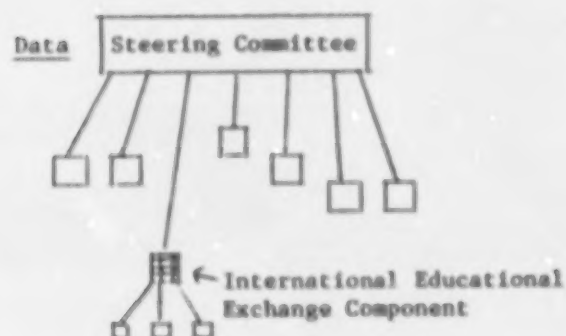
- It should usually not have all activities conducted concurrently.
- It should not see activities begin until all relevant data are collected and placed in a usable form.
- All activities need not take the same form or be of equal length--the mechanism should fit the task and the circumstance.

As can be seen in Figure 1, the international education self-study will perhaps be organized somewhat differently if it is being conducted as part of a larger campus-wide effort. This would generally be a desirable circumstance since there should be a greater opportunity to secure wider participation in the international education elements of the study directly or by campus-wide surveys

FIGURE 1

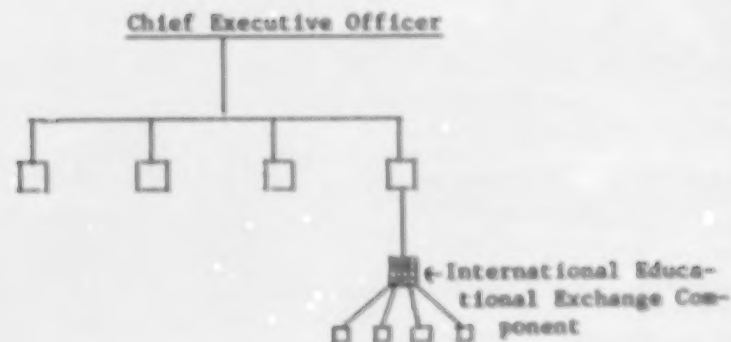
Comparison of Two Settings for Self-Study of International Educational Exchange
(Simple Non-Sequential Diagrams)

As Part of
Campus-Wide Self-Study



Note: Considerable interaction during the study. Results considered as part of campus-wide study. Probably discussed by governance mechanism and endorsed by Chief Executive and perhaps the Board. Distributed widely.

Separate Study



Note: NAFSA materials may or may not be considered widely during or after the study.

than would be the case if it were conducted separately. The results of the study will almost certainly receive wider attention in the campus-wide study.

6. International Educational Exchange Dimensions

While those organizing the study will certainly be able to obtain detailed suggestions about the role of the steering mechanism, training and orientation and coordination and communication mechanisms from other established self-study guides (regional accreditation handbooks or Self-Study Processes), certain aspects peculiar to the international education situation should be considered here. First, it is very important that the element of coordination and representation be settled early in the organization stage and that it be settled effectively. On most campuses international education personnel report to different offices, often in disparate organizational subunits. For the study, and as a prelude to further operating relationships, it will be more effective to forge the most active communication flow between these elements. There should be one steering mechanism and it should "belong" to no single organizational subunit. It should serve as an independent group to conduct the study. It should report for the duration of the study to a level higher than that of the usual operating unit. It should be free to explore, gather data and opinions and to hold public and private discussions on the subjects at hand. Frequent communication with the operating subunits will of course be appropriate--indeed, necessary--but a coordinated, relatively independent study group which acts to fulfill its charge with the cooperation and to the benefit of all concerned is the ideal. In the campus-wide study, its draft report will be considered at the operating level and through the campus-wide steering committee and discussion at the highest and widest levels are important if understanding of the issues and helpful

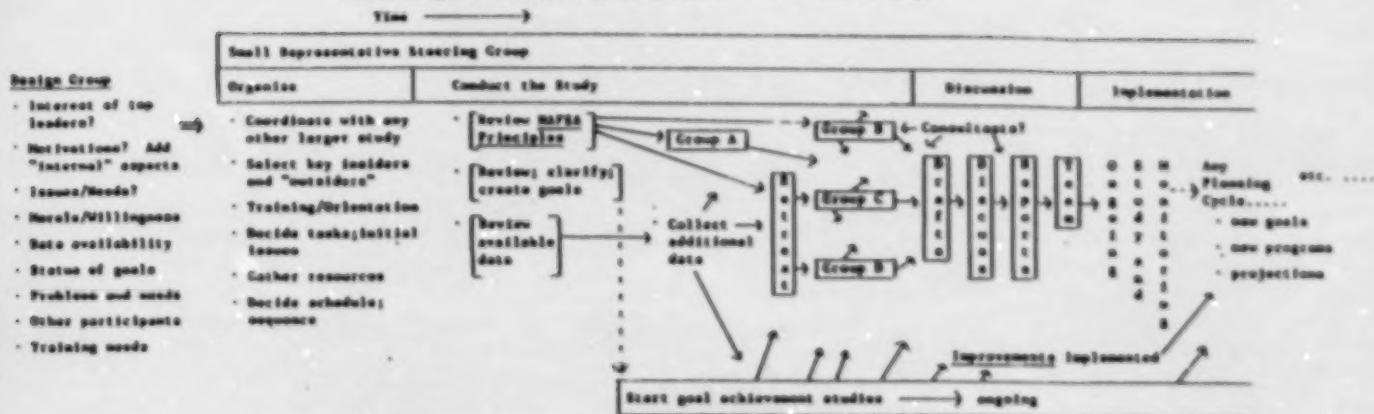
changes are to occur.

Secondly, it is important to remember that the self-study should be organized so that any special local concerns are addressed while the NAFSA Principles are being reviewed, discussed and considered locally. The international education elements in any campus-wide self-study have a distinct advantage. They have a set of useful, carefully honed principles and supporting documents which can guide the study. That doesn't mean that the study groups or others with assignments must slavishly follow the Principles to the exclusion of using other materials, meeting with consultants, visiting programs at other institutions, collecting facts and opinions and whatever else is useful. (Remember, most campuses have institutional research offices which can assist with design, administration of surveys, analyses of data and the like). Use it all --but realize that the Principles can guide the effort when needed. They can be used with campus officers as believable, reasonable "standards" which professionals in the field and many national organizations support.

Figure 2 is a general diagrammatic representation of a self-study of international educational exchange. The task elements are not identified. It is not meant to be a detailed case study. It does describe as best one can in such a form, the major stages in a study. It suggests that this institution had three international education programs and that after a review of the NAFSA Principles, three task or study groups ("A", "B" & "Retreat") were employed. The Retreat seems to have led to two further activities or groups ("C" and "D") perhaps to examine specific problems unearthed at the Retreat. For more details see the Case Study on pages 37-44.

FIGURE 2

General Diagram of a Self-Study of International Educational Exchange



- Notes:
- Adaptation from Figure 11, Self-Study Processes (p. 31)
 - To be used with list of self-study steps (see pp. 16-17) and with Self Study Processes
 - Some tasks by groups specially constituted for that purpose; some by individuals or by very small task groups (2-3 persons)
 - Use of consultants; careful scheduling; retreats (1-2 day)
 - Relatively few groups; intensive work where possible
 - Wide dissemination of reports
 - Discussion at several levels

7. Conducting the Study

Again, there are many details which cannot be put forth in a brief guidebook such as this. They are described in some detail in other standard self-study sources. But suffice it to say that in an array of settings and through a range of mechanisms (groups, retreats, individual assignments, hearings, position papers, surveys and the like) and following the general design set forth, the steering group orchestrates the efforts of those recruited and drafted. One way or another:

- a process is managed; elements are added or deleted as needed;
- records are reviewed;
- data are assembled from various sites (don't use a committee to do this!);
- facts and opinions (new data) are gathered from individuals (coordinate all needs--use combined surveys);
- questions are posed;
- answers to questions and solutions to problems must be sought (don't leave these to the next study!);
- new ideas must be generated;
- materials must be drafted;
- discussions must be held with all relevant groups and individuals;
- written opinions and reactions are sought;
- editing must be done;
- documents must be produced; and
- strategies for approval and implementation must be devised, proposed and initiated.

For a lengthy discussion of the usefulness of reports, consultants, team

units and the like as tools to help the study and change process, see the general self-study references (Self-Study Processes and regional accreditation handbooks). The general things which must be remembered are as follows.

Regarding self-study reports:

- Set forth limits and expectations for any groups or single writers regarding size, content and form.
- Keep the report brief and readable. For even a large institution, 20 to 40 pages should suffice. Remember! Self-study is a process not a report. The process and the impact on the institution are the important part. Capture everything possible in the report—but realize that much will happen which is not in the report. Use appendices for some of the data.
- Use one eventual writer/editor. The report should be clear, well written, readable in one sitting, believable, well supported by integrated facts and evidence; the recommendations suggesting strategies and lists of changes already accomplished should be highlighted. The international education study done as part of a campus-wide effort may be asked to produce a 10 to 15 page synopsis for a larger report. This is do-able and appropriate.

Regarding consultants:

- Prepare for them. Don't invite them until data is collected and some proposals or at least partially completed analyses have been compiled to discuss (this is, of course, for a consultant who will deal with substance as opposed to the process of study).
- Consider what they say—don't accept what they say blindly or try to

use it as a "club." Actions must be supported with facts, opinions and consensus on campus.

- Be ready to consider other than comfortable questions and proposed mechanisms. It is the job of self-study consultants to suggest all possible routes. Change is not easy.

Regarding visiting teams:

- Invite them at the right time. Use them to raise questions, check analyses and examine proposals and strategies. Work with NAFSA and/or the campus representative to any regional accrediting agency in setting the time and expectations.
- Don't be afraid to ask specific individuals to visit the campus after preparations are completed—perhaps a small visiting team in addition to any formally scheduled but perhaps not so timely event.
- Prepare them well. Discuss feelings about issues they should address, who they should see and what other things they should do.
- Be prepared to examine in detail with the visitors whether the institution is abiding by the NAFSA Principles.
- Make the visit educational for them, the inviter and the "top brass" at the institution. Hold a seminar with them participating. Engage them on the issues with officials and with students.

Use all of the above to improve the institution's international education program.

IV. USING THE NAFSA PRINCIPLES

As mentioned previously, the international educators who engage in self-study have a tremendous advantage. They have the benefit of the comprehensive, useful and generally endorsed NAFSA Principles which can form the basis of part of the self-study effort. The Principles do not treat (except indirectly) management deficiencies or specific problems in the functioning of a particular service or communication network. They do cover the basic essentials of the substance of good practice and along with certain other basic NAFSA publications provide sound help for an international education program interested in serious self-assessment.

How does one use the NAFSA Principles? Of course, there is no one appropriate way for all persons or all circumstances. However:

- They can be reviewed generally in the design and organizing stages of the self-study by the steering group and/or by a group specially constructed to conduct the self-study in order to seek out obvious starting points for further discussion, for workgroup activities, for reaction items needed on survey instruments or in interviews and the like.
- They can, according to the nature of the international education program being reviewed, be used subsection by subsection as the basis for workgroup activities for in-depth examination and/or as the agenda for discussion or other activities at a campus wide collegium, a retreat involving faculty, students and staff or in management development activities.
- They can be widely distributed on campus early in the study in order

to gather reactions about possible problem areas and to begin to build the necessary momentum, evidence and consensus or coalitions to support change in procedures, policies, goals, resource allocation and the like.

- For some campuses and situations, much work must be done to raise the consciousness of those in leadership positions, senates, certain departments or schools. The Principles can help with this.
- For some situations, the Principles must be augmented with other NAFSA documents and local data collected in order to build the basis of concentrated and useful study.

The Principles are appended to this Guide. Questions/starting points for discussion and/or items which might prove useful as survey items for each subsection of the Principles are added here. The page numbers listed after the section heading refer to the relevant pages in the Principles.

The information in the Principles and the questions added here are not intended to be prescriptive. They are not to be interpreted as "musts" or mini standards or principles. They are merely suggestive of the kinds of issues, conditions, situations or even abuses to be examined if appropriate to the setting.

Questions/Starting Points for Discussion and/or Items Which Might Prove Useful
as Survey Items

A. Principles for Institutions (page 3)

Does the institution have a written policy about international educational exchange? How current is it? Are the top campus leaders, deans of schools and department chairpersons familiar with it? Does the policy indicate any special foci or delimit activities? Should it? If it does, is there evidence that these items are guiding actions at the operating level? Does the institution seem to be aware that the admission of foreign students and scholars brings special responsibilities? What actions made manifest that awareness? What voids might exist?

Are regular reviews of the policy statement made? How regularly is it discussed with operating officers? What are the overall opinions of faculty and staff about adequacy of support services for international educational exchange programs. How are these things funded?

How are the professionals who work in this area oriented to their new jobs? trained about special knowledge and skills required? What is the record in this regard in the last five years? How are these knowledge and skills updated?

Does the chief governance mechanism (Senate or other responsible group) regularly or periodically consider these issues? Does it have a standing body of faculty and staff who are responsible to oversee and recommend actions in these matters? Do the faculty or faculties consider the impact of responsibilities for, and benefits from the presence of foreign students and scholars and for overseas study? Are the special cultural needs of groups of foreign students or visitors accommodated? How? Who is responsible for this.

Are these matters and the international education programs evaluated periodically? Do these evaluations effectively review their goals and these principles? How? How often? Who participates? What was the result of the most recent reviews? Were outsiders involved?

B. Principles for the Admission of Foreign Students (pages 4-5)

Are there clearly stated policies for the admission of foreign students? Do they flow logically from the institution-wide policies? Who formulated them? How? Are they discussed with academic administrative leaders? How often? Do all of the admissions staff members understand them? Do they have questions about them?

What major problems do admissions staff members face when working in this area? What issues do they think are important? don't get enough attention? How do they keep current on methods, knowledge, skills they need? Do they meet regularly with faculty, department and college academic administration leaders?

What do the admitted foreign students think about the methods employed to admit them? written materials? responses? forms? other recruitment devices? speed? honesty? helpfulness? professionalism?

How well does the admissions function coordinate its activities with other vital functions? advising? academic departments? English diagnosis service?

What do correlation studies show about the criteria being used re language? previous work? etc. Are there such studies? What needs to be done in this area? Who can do it? Are admissions services evaluated regularly? To what end?

C. Principles for English Programs and Determination of English Proficiency
(pages 5-7)

Are the English and language program and associated diagnostic services functioning to serve and well integrated with all of the access points for foreign students and scholars at the institution? Are its size, professional staffing levels and expertise, capacity to manage and interpret records and testing operation adequate?

What percentage of the foreign students and scholars at the institution, overall and by any department, school or other logical distinction or programmatic focus was judged to need English language training of any kind? What were the criteria used for these judgments? How many received the training? How? To what effect? What was their experience? What has it been since--in regular classes? What are their reactions? The reactions of faculty who taught them? Teach them in other disciplines?

What are the overall strengths of these programs and services? What areas need attention?

D. Principles for Foreign Student/Scholar Services (pages 8-9)

How adequate do any professional staff members responsible for providing these services feel they are--in light of the Principles statement for this area? Are there special circumstances (organizational, geographic, historical, personal or other) which require appropriate study and response regarding the delivery of services on this campus?

What do the foreign students and scholars say about each major kind of service? What suggestions do they have? (Note: These questions along with important questions in the Admissions, English Language and Community areas

are appropriate for survey questionnaires. Use one questionnaire for students-- not several. One questionnaire for faculty, not several.) How well does what is offered match what seems to be needed?

How aware are professionals and students across the campus of the services which are available? How regularly is their information updated? Is there really one source of information and office which provides services for foreign students and scholars or must they search from place to place?

How often and how completely are the services evaluated? What seems to work well? What needs strengthening? How?

E. Principles for the Provision of Community Services and Programs (pages 9-10)

What is the nature of the leadership for community programs? Is it centered about one organization or source of help? or many? What is the nature of the linkage of the college or university? Does it seem to function well?

What community-based services or experiences do students and scholars say they need? How well does this match what has recently been provided?

How proactive (as opposed to reactive) is the university foreign student office or adviser (or other contact) in seeking out community help, interpreting student and scholar needs, and assisting in the training, orientation or other professional development of community volunteers?

How well does it all work? What can be strengthened? How?

F. Principles for U.S. Study Abroad (pages 10-12)

What evaluation reports or other information are available about recent

overseas experiences? What aspects of the Principles (re study abroad) were not well addressed? How can they be addressed?

If an overseas site is involved, how best can any overseas staff--full and part-time--be involved usefully in the self-study process?

What do several groups of participants report about their needs, met and unmet, and about the issues raised in the Principles? What seems to work well? What needs strengthening? How?

How are overseas advisers and coordinators (for overseas travel) selected? Is managerial experience a central, documented qualification?

How are the overseas experiences of students and staff used/integrated into the learning experiences of those who did/do not go overseas?

V. A CASE STUDY — ALL TOO TYPICAL UNIVERSITY

All Too Typical University, hereafter referred to as ATTU, is part of the Usual State College system located near the West Coast of the United States. It is one of the newer and smaller institutions in that system, having been opened in 1966 and now enrolling some 7,000 students--about 2,000 at the master's degree level. Many of these students are part-time; many are evening students who are employed full time; and none live on campus. ATTU prides itself in its willingness to try innovative programs and its responsiveness to students needs.

Until 1976, the number of foreign students at ATTU was limited to about 50. In 1976 with the arrival of President Lester Gogonow and the appointment of Mr. L. Gettum as Acting Director of Admissions, this informal and unstated policy limitation was removed and ATTU began to admit larger, but still modest, numbers of foreign students. At the same time, the number of immigrants, refugees and other culturally diverse students increased substantially so that in 1980 ATTU had a population of some 268 foreign students and 245 immigrants. These are the figures that Gettum uses, but their accuracy is regularly questioned.

During this time of growth of the foreign student population, the policy of the University toward foreign students could be described as one of benign neglect. Foreign students were welcomed to the campus as sources of cultural and educational enrichment, but services for them were minimal or non-existent. By the beginning of the last academic year, it became apparent that the University needed to take steps to provide better services and programs for foreign students. A part-time (0.50 FTE) faculty position of Foreign Student Adviser was authorized, but was not filled until the beginning of the spring term.

An ad hoc International Education Committee of the Faculty Senate was formed and has devoted considerable attention to foreign students (in addition to other matters related to international education) during the current academic year. President Gogonow, who has always had an interest in and supported international education and foreign student programs, requested the Dean to prepare a report for him on the status of foreign students at ATTU.

The Dean, Dr. I.M. Spotless met with Mr. Gettum and with the new part-time faculty foreign student adviser, Dr. Les Help, to discuss the situation. It was clear that between them they had relatively little and surely inadequate expertise in order to frame the proper questions for the inquiry which the President requested.

They agreed on several steps: (1) to attend a regional workshop being conducted by NAFSA; (2) to contact five or six area institutions to seek program information; (3) Gettum agreed to stop in at the NAFSA office to pick up materials when he would be in Washington the following week on other business; and (4) Spotless and Help would convene an ad hoc "bag lunch" discussion group of available foreign students to hear their assessment while Gettum was in Washington.

Gettum's visit to Washington was an eye-opener. The following excerpt from his memo drafted on the plane on the way back to ATTU is indicative of the consciousness raising he experienced:

"It appears that ATTU has backed into the international educational exchange business. Although we have very few U.S. born ATTU students going overseas each year (ten or less), this probably will accelerate as President Gogonow visits, consorts and generally pushes international education. What we do have is a substantial population of local immigrant and non-immigrant foreign

students who have special needs. It is accepted by most persons at ATTU that the admission of students who have some special needs carries with it the obligation to provide for those special needs. However, it appears that the administration has not realized the scope of the foreign student program and the extent of the special needs of these students. In considering services to foreign students, one must think not only of the identified 268 foreign students, but also of the 245 immigrants and other persons from diverse linguistic and cultural backgrounds, such as the Samoans and Filipinos in the community from which ATTU tries to draw its student body. Many of these students (and potential students) need the same kinds of services as foreign students, including specialized study in English as a second language and assistance in adjusting to a new culture and educational system. While the University might choose to curtail the admission of non-immigrant foreign students in order to avoid having to provide these special services, it cannot and does not want to curtail the admission of local immigrants."

Meanwhile Spotless and Help got an "earful" from the students and a few faculty members at the bag-lunch session. The foreign students described their needs and their feelings about the lack of services for and attention to them. Their grievances might be summarized by the following statements:

- Nobody in the administration understands foreign students or is able to represent their interests and needs.
- Foreign students need help in dealing with the Immigration and Naturalization Service and in knowing and understanding what is expected of them under the immigration regulations.
- Foreign students need help in cutting through the University bureaucracy and in understanding what is expected of them by the

University and what opportunities are available to them within the University and in the community.

- Long delays of from two weeks to two months in getting certificates of registration from the Admissions Office cause delays in getting funds from home, extensions of passports and other essential matters.
- No one within the University has the responsibility for looking out for the welfare of the foreign students and seeing to it that their special needs are met.

Not articulated by the students, but stated clearly by several faculty members, was the need for additional resources to improve the English proficiency of students whose native language was not English. Another need which was articulated particularly by staff members was the need for rational and coherent policies and procedures regarding the admission and the later advising and care of foreign students, as there was confusion and lack of understanding about the present policies and procedures.

When Gettum arrived at ATTU he brought word of two possible sources of help--a consultation service run by NAFSA and a program of self-regulation which had at its core a self-assessment component to review the institution's intentions in light of a set of Principles (a copy of which had apparently been sent to ATTU and lost in the Administrative Tower. He brought another copy.)

The three newly ordained NAFSA members met and decided to seek Gogonow's approval to take advantage of a consultant visit immediately--in order to raise as many questions as possible and in order to use an outsider to do a lot of systematic interviewing and preparation of a useful report at low cost. Gogonow agreed. He also agreed to read and think about the NAFSA Principles.

Spotless moved to start the planning for a period of self-study by asking

two concerned faculty members and one interested foreign student to join the three NAFSA members in the design of "pre-study" planning group. He provided all with copies of the Principles and the Self-study Guide. They agreed to start reading and thinking and to be prepared to assist the consultant.

The consultant came, spent two days, talked with 14 administrators and faculty members and had a two hour session with over 40 foreign and local immigrant students. The consultant's report proved to be a very useful item—20 single spaced pages of commentary, description and recommendations about ATTU's intentions, their implications, services present and probably needed, problems which seemed to be present, other areas needing study and a lot of personal advice.

The planning group circulated the report widely and received within one week a commitment from President Gognow to launch a year-long study which he intended to have as part of the preparation for the next regional accreditation review due 18 months hence. The critically important commitment had thus been made and the process of planning a study which could involve ATTU people in addressing the issues raised by the consultant and by a few persons at ATTU could begin—with ample reason to believe that the results would be heard at the highest levels and that all concerned (or at least many of them) would be willing to implement all or at least some of the results.

A. The General Design

After two meetings, the planning group, armed with and illustrated by the NAFSA Principles and the consultant's report, decided to organize a study not unlike that which is depicted in Figure 2 on page 26a of this Guide, with the following exceptions and additional specifics.

1. The steering group would be composed of the present planning group members except for the student, who wished to participate in a task group later in the study but who didn't feel she could devote the time which the steering group activities required. Also Dean Spotless decided that his Associate Dean, Dr. Doital would represent him and would serve to recruit the necessary and appropriate academic personnel. Spotless hoped that Doital would emerge as overall NAFSA coordinator on campus—although Dr. Help argued that he would naturally assume that role, as Foreign Student Adviser.

2. The group decided that President Gogonow and the Board should begin the process by endorsing the NAFSA Principles in principle. That would precede any study group activity with the exception of a general data gathering effort which Doital and the Registrar Noah Count would organize. The group listed 15 different desired tables of data which they thought would serve the effort—at least at the start.

3. The effort to state ATTU's goals for international study was the first planned effort. It was helped by reference to NAFSA documents, by Dean Spotless' insistence that ATTU had to delimit its efforts carefully and by reference to the statements of three area institutions having recently reviewed their stated intention.

4. The early reviews of the NAFSA Principles and the consultant's report seemed to point to three or four central, initial tasks for the study. They were the examination of effectiveness and formulation of recommendations in the advising, English language and admissions areas. A fourth concern, community programs and services would be addressed initially by a weekend retreat or seminar to be planned with the help of community leaders—from local volunteer and immigrant groups. Additional work directors would emerge from this

retreat.

5. The sequence initially decided on is roughly depicted in Figure 2. Group A would be the Admissions Task Group; Group B would be the English Language Diagnosis and Program Workgroup. As these activities yielded results and as the issues became clarified, Group C, in this case Foreign Student Advising, would begin its work.

As these work groups were planned and before they began their work, a survey questionnaire of all foreign students, immigrant students, involved faculty members and appropriate administrative officers, was formulated and conducted to gather feedback on issues identified by the steering group, data about the respondents to supplement available data and general reactions. These results were given to the workgroups and any followup interviews were scheduled by the group concerned.

6. A small group was set to work examining the issue of goal achievement --were the goals/intentions set forth for educational interchange at ATTU and for each subunit being achieved? How would one look at these things usefully? What kinds of facts and systematically gathered opinions would be needed? A plan for on-going analyses of these issues was decided to be the major item which the "achievements" group would formulate.

7. The steering group decided to monitor things closely, to not let the whole study or any of its parts get out of hand or for duplicated effort to occur. They decided that their initial NAFSA consultant should be invited back after the bulk of the workgroup activity was completed and some draft reports were available. They planned to ask for two knowledgeable team members (suggested by NAFSA) to come as members of the regional accreditation team.

B. Results

Everything did not work out as planned, but many good things happened at ATTU as a result of the self-study activities. ATTU adopted the NAFSA Principles and saw consensus emerge on eight or ten decided strengths and weaknesses of their programs. They approved a fairly useful statement of ATTU Commitments and Intentions for International Educational Exchange. Several new part-time assignments were made at ATTU as a result of the program, a commitment many felt was inadequate, but all were guaranteed NAFSA professional development experiences at ATTU expense. A new Senate Council on International Educational Exchange was approved and set forth to monitor progress, receive yearly data and biannual survey responses about adequacy for foreign students and immigrants at ATTU. A new consortium membership for overseas study was arranged so ATTU students could go overseas with a solid program in which ATTU staff had confidence.

More remains to be done, but ATTU had a good, needed first experience. It is hoped that the next bite at self-study to begin in four years will move things forward several more notches.